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ABSTRACT

This document is a companion volume to "Resources for School Based Teacher Educators" and provides a self-assessment instrument for teacher educators in rating themselves on the twenty competencies described in that volume. The instrument consists of sixty-six items, for which the teacher educator is asked to assess his competence on a five-point scale. After taking the self-assessment and interpreting the results, the teacher educator can proceed in improving those areas in which he perceives a need for additional help, using the resource volume to identify published materials available to him. (MB)

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Self-Assessment Instrument for Twenty SCHOOL BASED TEACHER EDUCATOR Competencies

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

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SCHOOL BASED TEACHER EDUCATORS

Self-Assessment Instrument for

SCHOOL BASED TEACHER EDUCATORS

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Purpose of the Self-Assessment Instrument

The purpose of this self-assessment instrument is to help school based teacher educators (SBTEs) identify their strengths and weaknesses with respect to twenty competencies that have been identified as important for SBTEs. Based on this identification of strengths and weaknesses, SBTEs then can select those areas in which they wish to develop further competence. To assist them in this task, SBTE publication #10, Resources for School Based Teacher Educators, has been developed. This SBTE resource catalog contains close to three hundered entries that exhibit applicability to one of the twenty competencies. The resources vary in format from textbook to audio visual and in difficulty from introductory to advanced levels. Further, each resource is keyed to a specific sub-competency for quick on-the-job use.

The twenty competencies were identified by an extensive process that included a search of relevant research literature; reactions of a national panel of teacher educators; efforts of a statewide task force of Texas teacher educators, administrators and teachers; reactions of a sample of three hundred teacher educators, administrators, and teachers; and a review by representatives of the forty Teacher Centers that are members of the School Based Teacher Educator Network.

Since the twenty competencies were identified, the SBTE project staff and consultants have further delineated these competencies by developing more specific objectives, indicators of attainment, and assessment criteria. These items can be found in SBTE publication #13, Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

This publication, along with Resources for School Based Teacher Educators, will be useful to SBTEs who wish more assistance in developing strength in any of the twenty competency areas. These two publications will also be useful to those teacher center personnel who intend to design workshops for SBTEs. Based on the results of this self-assessment instrument teacher center personnel, together with SBTEs, can establish priorities for those competency areas in which training will be offered.

How to use the instrument

The instrument consists of sixty-six items designed to capture the essence of the twenty competency statements. For each item the SBTE is asked to assess his/her competence by responding to a five-point scale of agreement, ranging from "strongly agree" to "strongly disagree." If the SBTE responds to a statement by strongly agreeing, that is an expression of considerable self-confidence in the SBTE's ability to perform whatever task the statement describes. Conversely, if the SBTE responds to a statement by strongly disagreeing, that indicates a considerable lack of confidence in the ability to perform whatever task the statement describes. A response in the middle of the scale represents personal uncertainty related to the SBTE's ability to perform that task.

It is most important that the SBTE respond honestly to each item. The SBTE should not try to impress anyone by overestimating personal competence. By responding honestly the SBTE can help to identify those areas in which to work and to improve.

What to do with the results

After taking the self-assessment the SBTE interprets the results and makes decisions about next steps. There will undoubtedly be items that

the SBTE is certain he/she cannot perform. There will also be items in which the SBTE believes he/she has some competence but not as much as desired. Which competencies should the SBTE work on first? There is no easy answer to this question. While the SBTE may lack competence in certain areas, there may be other areas that are deemed more important or more immediate in need. The SBTE must decide where to start by weighing all the relevant factors. If teacher center personnel are conducting workshops, they may be able to assist the SBTE in this direction by providing information concerning the relevance of sessions to be offered to competency areas identified through self-assessment.

The SBTE may choose, however, to take personal steps for self-improvement. The publication, Resources for School Based Teacher Educators, will be of considerable value to the SBTE in identifying published material available to strengthen those areas in which the SBTE feels less competent.

CIRCLE THE NUMBER WHICH INDICATES YOUR LEVEL OF AGREEMENT WITH THE STATEMENT.

COMPETENCY ONE

THE SBTE CAN ASSIST TEACHERS TO DEVELOP INTERPERSONAL SKILLS AND EFFECTIVE COMMUNICATION WITH STUDENTS, COLLEAGUES, AND SCHOOL CONSTITUENCIES.

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

1. I can describe factors affecting communication between individuals or groups of people. 5 4 3 2 1

2. I can demonstrate interpersonal communication skills such as active listening, attending behavior, and reflection of feeling. 5 4 3 2 1

3. I can design activities that facilitate students' social interaction. 5 4 3 2 1

COMPETENCY TWO

THE SBTE CAN ASSIST TEACHERS TO GATHER AND UTILIZE RELEVANT DATA ABOUT SCHOOL, CLASSROOM AND COMMUNITY ENVIRONMENTS.

1. I can describe relevant socio-demographic data needed to help solve problems related to schools, classroom, and community environments. 5 4 3 2 1

2. I can identify and use appropriate socio-demographic data collection techniques to gather data related to school, classroom, and community environments. 5 4 3 2 1

3. I can help teachers interpret and utilize socio-demographic data about school, classroom, and community environments. 5 4 3 2 1

COMPETENCY THREE

THE SBTE CAN ASSIST TEACHERS TO UNDERSTAND AND WORK EFFECTIVELY WITH DIFFERENT SOCIO-ECONOMIC/ ETHNIC/CULTURAL GROUPS.

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

1. I can identify various value positions and behavior patterns of ethnic/cultural and socio-economic groups attending our schools.

5 4 3 2 1

2. I can help teachers to develop more positive relationships with members of ethnic/cultural and socio-economic groups attending our schools.

5 4 3 2 1

COMPETENCY FOUR

THE SBTE CAN ASSIST TEACHERS TO TRANSLATE KNOWLEDGE OF CURRENT EDUCATIONAL RESEARCH AND DEVELOPMENT INTO INSTRUCTIONAL PRACTICES.

1. I can identify sources that report research findings relevant to instruction.

5 4 3 2 1

2. I can interpret research findings so that teachers can understand the instructional implications of those findings.

5 4 3 2 1

COMPETENCY FIVE

THE SBTE CAN ASSIST TEACHERS TO DEVELOP A PERSONAL TEACHING STYLE CONSISTENT WITH THEIR OWN PHILOSOPHY.

1. I understand different models of teaching and their underlying philosophies.

5 4 3 2 1

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

5 4 3 2 1

Competency Five, continued

2. I can help teachers to analyze their own teaching styles and compare them with different models of teaching.

3. I can help teachers modify their teaching styles to be more consistent with their educational philosophies.

COMPETENCY SIX

THE SBTE CAN ASSIST TEACHERS TO IMPROVE THEIR UNDERSTANDING OF BASIC CONCEPTS AND THEORIES OF THE SUBJECTS THEY TEACH.

1. I can explain the scope and sequence of curriculum taught in my subject matter area or grade level.

2. I can explain the various philosophical positions of curricular programs taught in my subject matter area or grade level.

COMPETENCY SEVEN

THE SBTE CAN ASSIST TEACHERS TO UNDERSTAND AND USE TECHNIQUES AND INSTRUMENTS DESIGNED TO DIAGNOSE STUDENTS' ACADEMIC AND SOCIAL DEVELOPMENT NEEDS.

1. I can identify major tests and instruments that are useful in diagnosing students' academic and social development.

2. I can administer formal diagnostic instruments and interpret their results.

Competency Seven, continued

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

3. I can interpret standardized test data and produce diagnostic profiles for students.

5 4 3 2 1

4. I can develop checklists, rating scales, and graphs suitable for measuring specific, observable behaviors of a student.

5 4 3 2 1

COMPETENCY EIGHT

THE SBTE CAN ASSIST TEACHERS TO DESIGN, DEVELOP, AND MAINTAIN ENVIRONMENTS THAT FACILITATE LEARNING.

1. I can describe procedures for establishing and maintaining a healthy and safe physical environment in the classroom.

5 4 3 2 1

2. I can describe classroom environmental factors which facilitate learning.

5 4 3 2 1

COMPETENCY NINE

THE SBTE CAN ASSIST TEACHERS TO DEVELOP INSTRUCTIONAL GOALS AND OBJECTIVES.

1. I can derive and define instructional objectives based on the educational goals of the school.

5 4 3 2 1

2. I can analyze classroom procedures to identify hidden or incidental objectives.

5 4 3 2 1

3. I can write useful instructional objectives.

5 4 3 2 1

Competency Nine, continued

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

4. I can help teachers to develop instructional goals and objectives. 5 4 3 2 1

COMPETENCY TEN

THE SBTE CAN ASSIST TEACHERS TO DEVELOP AND/OR ADAPT INSTRUCTIONAL PROGRAMS AND MATERIALS.

1. I can modify instructional materials to suit a given student population that I teach without distorting the purpose of the materials. 5 4 3 2 1

2. I can develop a curriculum for a given student population that I teach that stresses the fundamental concepts and processes of the disciplines. 5 4 3 2 1

3. I can organize a curriculum to provide a variety of methods and materials from which students can make choices in the planning of their educational experiences. 5 4 3 2 1

COMPETENCY ELEVEN

THE SBTE CAN ASSIST TEACHERS TO SELECT AND UTILIZE VARIOUS STRATEGIES AND MODELS OF TEACHING, E.G., CONCEPT DEVELOPMENT, INDUCTIVE PROCEDURES, NON-DIRECTIVE TEACHING.

1. I can describe various models of teaching, their application strategies, theoretical backgrounds and research findings. 5 4 3 2 1

Competency Eleven, continued	Strongly Agree		Undecided		Strongly Disagree
2. Given specific classroom situations, I can identify those models most conducive to meet the needs of students.	5	4	3	2	1
3. I can help other teachers to use some of these models of teaching in their own classrooms.	5	4	3	2	1

COMPETENCY TWELVE

THE SBTE CAN ASSIST TEACHERS TO DESIGN AND IMPLEMENT PERSONALIZED LEARNING PLANS.

1. I can recognize and describe individual personalities and learning styles.	5	4	3	2	1
2. I can use value clarification techniques to identify students' personal goals and values.	5	4	3	2	1
3. I can develop and demonstrate individualized learning plans for a given set of students that I teach.	5	4	3	2	1
4. I can evaluate my individualized learning plans in terms of desired results in students' attitudes and behaviors.	5	4	3	2	1

COMPETENCY THIRTEEN

THE SBTE CAN ASSIST TEACHERS TO DEVELOP EFFECTIVE LEADERSHIP SKILLS.

1. I can use various techniques to help a group of teachers build group cohesion, interact with one another, and stay on task.	5	4	3	2	1

Competency Thirteen, continued

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

2. I can make effective oral presentations to groups of teachers. 5 4 3 2 1

3. I can model, in a variety of settings, a type of leadership that is humane, businesslike, imaginative, and rational. 5 4 3 2 1

COMPETENCY FOURTEEN

THE SBTE CAN ASSIST TEACHERS TO UNDERSTAND AND USE EFFECTIVE TECHNIQUES OF CLASSROOM MANAGEMENT.

1. I can differentiate between classroom instructional problems and classroom managerial problems. 5 4 3 2 1

2. I can differentiate between individual and group classroom managerial problems. 5 4 3 2 1

3. I can identify several types of individual and group classroom managerial problems. 5 4 3 2 1

4. I can describe the nature and dynamics of behavior modification, socio-emotional, and group process approaches to classroom management. 5 4 3 2 1

5. Given particular classroom problems, I can choose and justify my classroom management approach to solve the particular problem. 5 4 3 2 1

COMPETENCY FIFTEEN

THE SBTE CAN ASSIST TEACHERS TO EVALUATE INSTRUCTIONAL EFFECTIVENESS BY COLLECTING, ANALYZING, AND INTERPRETING DATA ON TEACHER AND STUDENT BEHAVIOR.

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

1. I can utilize a variety of observational techniques to collect, analyze, and interpret classroom data on teacher performance. 5 4 3 2 1

2. I can develop and utilize systematic observation instruments. 5 4 3 2 1

3. I can analyze and interpret objective classroom data. 5 4 3 2 1

4. I can translate abstract concepts, goals, and objectives into behavioral reference. 5 4 3 2 1

5. I can help teachers identify congruencies between their intent and their action. 5 4 3 2 1

6. I can help teachers develop a plan for improving strengths and weaknesses based on an analysis of congruencies and incongruencies. 5 4 3 2 1

COMPETENCY SIXTEEN

THE SBTE CAN ASSIST TEACHERS TO DEVELOP, IMPLEMENT, AND ASSESS CONTINUING INDIVIDUAL PROFESSIONAL GROWTH PLANS.

1. I can help teachers identify their own ideal professional status. 5 4 3 2 1

2. I can help teachers identify discrepancies between their ideal professional status and their current status. 5 4 3 2 1

Competency Sixteen, continued

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

3. I can help teachers to develop growth plans for reducing the discrepancies between their current professional status and their ideal one.

5 4 3 2 1

4. I can help teachers in implementing their professional growth plans.

5 4 3 2 1

COMPETENCY SEVENTEEN

THE SBTE CAN PLAN AND CONDUCT INDIVIDUAL CONFERENCES WITH TEACHERS.

1. I can establish open communication between me and the teachers with whom I work.

5 4 3 2 1

2. I can demonstrate empathy toward a teacher's feelings and concerns during a conference.

5 4 3 2 1

3. I can ask clarifying questions.

5 4 3 2 1

4. I can elicit feeling, opinions, and attitudes from teachers with whom I work.

5 4 3 2 1

5. I can paraphrase, encourage, and use teachers' ideas during a conference.

5 4 3 2 1

COMPETENCY EIGHTEEN

THE SBTE CAN RECOGNIZE THE EXISTENCE OF PERSONAL PROBLEMS THAT AFFECT A TEACHER'S INSTRUCTIONAL EFFECTIVENESS, AND INITIATE APPROPRIATE REFERRAL PROCESS.

1. I can discern which personal problems of teachers need referral to specialists and which ones I can deal with.

5 4 3 2 1

Competency Eighteen, Continued

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

2. I can refer a teacher to several sources of assistance that can help in solving the teacher's personal problems.

5 4 3 2 1

3. I can recognize when teaching problems may be related to personal problems.

5 4 3 2 1

COMPETENCY NINETEEN

THE SBTE CAN DEMONSTRATE EFFECTIVE PLANNING, ORGANIZATIONAL, AND MANAGEMENT SKILLS.

1. I can identify existing organizational patterns in my school district, and those persons who must be involved in order to facilitate staff development programs.

5 4 3 2 1

2. I can describe and use a variety of planning techniques such as PERT charting, flow charts, and Delphi techniques, and force-field analysis.

5 4 3 2 1

3. I can analyze an operation using criteria of efficient management (e.g., delegation, clarity of expectations, coordination, etc.) to identify strengths and weaknesses.

5 4 3 2 1

COMPETENCY TWENTY

THE SBTE CAN FACILITATE RESEARCH STUDIES ON TEACHING AND LEARNING.

1. I can identify and develop research studies to help teachers solve day-to-day problems.

5 4 3 2 1

2. I can interpret and communicate the results of such studies to administrators, staff, and parents.

5 4 3 2 1